# Habitats and Adaptations

## Lesson Plan

Hobbledown

**Course / Topic:** Working Scientifically. Animals including humans. Seasonal changes. Living things and their habitats.

**Duration:** 60 mins

**Room:** Thinkery and outdoor-based

**Age group:** KS1 and KS2

| Timings | Objectives/learning outcomes<br>To be able to: | Resources | Teacher activities | Learner activities | Assessment |
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| ***15 mins*** | Learners will be able to understand what a habitat is<br>Most learners will be able to identify at least 5 different habitats. | Magnetic graphics of 5 different habitats: ocean, grassland, desert, rainforest, urban. | Encourage learners to get involved in a discussion to define habitat.<br>Engage learners in a practical magnetic activity to identify 5 different habitats and their features.<br>Identify baseline knowledge on the topic. | Engage in a class discussion about habitats, the importance of providing suitable habitats, and how they differ.<br>Identify the graphics of the different habitats and discuss why they are different – engage in a practical activity using the magnetics. | Discussion<br>Q&A<br>Physical activity assessment |
| ***15 mins*** | *Learners will improve their understanding of adaptations.*<br>*Learners will be able to identify animals that live in these habitats.*<br>*Most learners will be able to identify animals' adaptations that suit them to living in these habitats.* | Animals reptiles and inverts – if necessary.<br>Magnetic graphics of 10 different animals | Discuss with learners the term 'adaptation' and its meaning.<br>Encourage learners to get involved in sticking animals on the correct habitat and discuss why it is suitable to live there.<br>Handle an animal and encourage learners to identify its adaptations and match them to a suitable habitat. | Allocate at least 2 animal magnetics to each habitat.<br>Discuss as a class the term 'adaptations'.<br>Meet an animal and match its adaptations to one of the five habitats. | Discussion<br>Q&A<br>Physical activity assessment |
| ***15 mins*** | *Most learners will be able to identify animals' adaptations that suit them to live in these habitats.* | Animal enclosures | Take learners round to the s bend area – focusing on the otters, meerkats, and lemurs.<br>Encourage learners to look at the enclosures and identify what type of habitat each animal likes to live in.<br>Encourage learners to look at the animal and identify why it is well suited to living in that habitat. | Learners should identify the type of habitat the animal has in the enclosure and discuss how they reached that decision.<br>Learners should then identify the animal in the enclosure and discuss as a class what features the animal has adapted to have to suit that environment. | Physical activity assessment.<br>Q&A<br>Discussion |
| ***15 mins*** | *Learners should be able to identify some materials in the wild that would be a suitable habitat for our native species.*<br>*Consolidate learning.* | Copse<br>Materials such as leaves, twigs, and acorns | Take learners into the copse and areas of wildflowers around the park and find the perfect features to make a habitat for insects.<br>Go through the rules of being in the copse.<br>Engage with learners to make them think about why their materials are useful to build the perfect insect home. | Discover and get involved in a group activity to find all the suitable materials needed to create a habitat for insects in the copse. | Physical activity assessment.<br>Self-assessment.<br>Observations. |

**Lesson extension:** Spend some time in the Imaginarium at Hobbledown and use the sandboxes to make habitats. If students are showing a good level of understanding, seasons may also be discussed and identified.